

KELLETT ELEMENTARY

500 Adams Street
Seneca, SC 29678

GRADES PK-5 Elementary School

ENROLLMENT 360 Students

PRINCIPAL Peggy B. Moore 864-885-5036

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	41	57	2	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

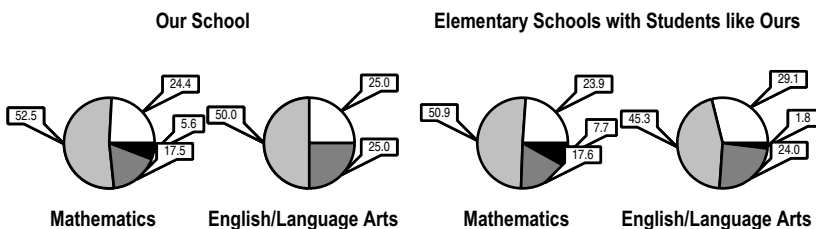
FOR MORE INFORMATION, VISIT WEBSITES AT:




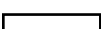
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Average	N/A
2003	Good	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	32	57	46
Percent satisfied with learning environment	93.8%	78.9%	86.7%
Percent satisfied with social and physical environment	93.8%	86.0%	80.0%
Percent satisfied with home-school relations	64.5%	86.0%	86.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	176	100.0	25.0	50.0	25.0	N/A	25.0	17.6
Gender								
Male	85	100.0	24.3	55.4	20.3	N/A	20.3	17.6
Female	91	100.0	25.6	45.3	29.1	N/A	29.1	17.6
Racial/Ethnic Group								
White	86	100.0	13.9	50.6	35.4	N/A	35.4	17.6
African-American	83	100.0	36.8	50.0	13.2	N/A	13.2	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	137	100.0	24.0	48.0	28.0	N/A	28.0	17.6
Disabled	39	100.0	28.6	57.1	14.3	N/A	14.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	176	100.0	25.0	50.0	25.0	N/A	25.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	176	100.0	25.0	50.0	25.0	N/A	25.0	17.6
Socio-Economic Status								
Subsidized meals	119	100.0	33.0	49.5	17.4	N/A	17.4	17.6
Full-pay meals	57	100.0	7.8	51.0	41.2	N/A	41.2	17.6

Mathematics								
All students	176	100.0	24.4	52.5	17.5	5.6	23.1	15.5
Gender								
Male	85	100.0	23.0	50.0	17.6	9.5	27.0	15.5
Female	91	100.0	25.6	54.7	17.4	2.3	19.8	15.5
Racial/Ethnic Group								
White	86	100.0	11.4	51.9	25.3	11.4	36.7	15.5
African-American	83	100.0	36.8	53.9	9.2	N/A	9.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	137	100.0	22.4	52.8	19.2	5.6	24.8	15.5
Disabled	39	100.0	31.4	51.4	11.4	5.7	17.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	176	100.0	24.4	52.5	17.5	5.6	23.1	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	176	100.0	24.4	52.5	17.5	5.6	23.1	15.5
Socio-Economic Status								
Subsidized meals	119	100.0	31.2	53.2	11.9	3.7	15.6	15.5
Full-pay meals	57	100.0	9.8	51.0	29.4	9.8	39.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	65	N/A	32.8	46.9	20.3	N/A	20.3
	Grade 4	51	N/A	19.6	62.7	17.6	N/A	17.6
	Grade 5	74	N/A	39.2	48.6	12.2	N/A	12.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	24.0	40.0	36.0	N/A	36.0
	Grade 4	60	100.0	20.0	52.7	27.3	N/A	27.3
	Grade 5	62	100.0	30.9	56.4	12.7	N/A	12.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	65	N/A	30.8	44.6	18.5	6.2	24.6
	Grade 4	51	N/A	29.4	45.1	19.6	5.9	25.5
	Grade 5	74	N/A	37.8	45.9	13.5	2.7	16.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	54	100.0	26.0	50.0	18.0	6.0	24.0
	Grade 4	60	100.0	25.5	47.3	20.0	7.3	27.3
	Grade 5	62	100.0	21.8	60.0	14.5	3.6	18.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 360)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.0%	Up from 2.9%	2.6%	2.4%
Attendance rate	96.5%	Up from 96.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.4%	Up from 4.1%	11.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.1%	Down from 12.2%	8.6%	8.0%
Older than usual for grade	N/A	N/A	1.3%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	41.2%	Down from 42.4%	46.8%	50.0%
Continuing contract teachers	85.3%	Down from 87.9%	85.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.2%	Up from 89.5%	86.5%	86.2%
Teacher attendance rate	97.1%	Up from 93.4%	95.3%	95.3%
Average teacher salary	\$37,353	Down 2.0%	\$39,322	\$39,909
Prof. development days/teacher	11.5 days	Up from 8.9 days	12.4 days	11.4 days

School				
Principal's years at school	9.0	Up from 7.0	4.0	4.0
Student-teacher ratio	17.2 to 1	Down from 18.5 to 1	18.6 to 1	18.9 to 1
Prime instructional time	91.5%	Up from 86.4%	89.4%	89.7%
Dollars spent per pupil*	\$6,095	Up 0.6%	\$5,803	\$5,892
Percent spent on teacher salaries*	57.4%	Down from 64.8%	66.5%	66.6%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	99.0%	Up from 87.3%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

J.N. Kellett Elementary has received recognition this year for several prestigious awards. The State Department of Education named Kellett as a Red Carpet School. Kellett also received renewal of the SC School Administrator's Association Award for Flagship School of Promise. Our library received Model Library status through the Accelerated Reader program. Additionally, nine teachers received Model Classroom status. We continued for the fifth year a relationship with Clemson University's College of Health, Education, and Human Development. This partnership is called "Joining Hands for Kellett's Kids," and it is composed of community and school members who are dedicated to making Kellett even more successful in its mission. Unique events outside the classroom occurred in the forms of Heritage Day, Fine Arts Day, Science Fair, Young Author's Celebration, Field Day, and Community Health Fair. Student trips were taken to Columbia, Peace Center, Greenville Zoo, and many local sites. Accelerated Reader continues to be a strong motivation program that produces confidence and the love of reading in the students. Kellett students accumulated 25,000 Accelerated Reader points this year. Kellett's classroom teachers went through school-wide training for a very comprehensive reading program called Project Read. This was accomplished through Southern Wesleyan University with Kellett as a pilot school for the upstate. Kellett's teachers are very excited about the possibilities that this reading program has for students. Seven days of training occurred with more training to come in 2003-04. The School District of Oconee County adopted a new math series called Every Day Mathematics. All classroom teachers have attended many training sessions related to the new series, and Kellett's teachers feel very positive about the comprehensiveness of this program for students.

Kellett's Parent Teacher Council (PTC) was extremely active in fundraising, volunteering, and promoting the school. They raised money in various ways to enhance the education of the students at Kellett. Their volunteer efforts were tremendous, and the school feels that they are a true extension of the teachers.

Kellett's Southern Association of Colleges and Schools (SACS) Plan was continued by teachers implementing three integrated units of study, exploring a school-wide study skills program, investigating brain research information and learning styles strategies to be incorporated into planning and instruction, and implementing Project Read Literacy Model school-wide.

We continue to strive for better parent participation in conferences, PTC, and as volunteers in the school. We continue to seek ways to help students reach higher PACT scores, and this year we put into action more strategies to remediate students. Our goal is to enhance the lives of Kellett students in a meaningful way in order to produce lifelong learners.

Peggy B. Moore, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.